

2023 Instructional Material Summer Review Institute
Review Team Appraisal of Title
Grades 7-12 Career and Technical Education

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	Principles of Business, Marketing, and Finance 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781737396543	TE ISBN	
SW ISBN		Grade Level/Content	9-12 CTE

Core Instructional Material Designation (Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)

Recommended with Reservations (80-89%)

Not Recommended and Not Adopted
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

57%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

92%

FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:

Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

The instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture. The material engages students in critical reflection throughout the unit; however, there is no evidence of reflection on past and present cultures in New Mexico. The tools in the materials relate the content area to diversity, culture and language.

CTE Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score
32%

OVERALL ALIGNMENT

Materials align with the CTE standards overall, including strands 1-10: Academic Foundations; Communications; Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environmental Management; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.

Statements of appraisal and supporting evidence:

The materials provide information for students to read or listen to, but students are not asked to apply their learning within all strands of the standards. The materials provide opportunities for students to demonstrate their knowledge and skills and academic foundations, e. g. tasks require students to read, think and write critically. The materials also include the use of written communication to express and interpret the content, but oral communication is not included. The materials lack opportunities for students to employ or practice how they would solve particular problems. There are limited opportunities for students to recognize and use technology tools to access, manage, integrate, and share information within a designated career path. The materials allow for students to learn about the roles within teams, departments, and organizations. However, students are not asked to demonstrate their understanding. The materials provide limited information about the importance of health, safety, and environmental management systems. Overall, the materials lack areas in which students are asked to apply their learning.

STRAND ALIGNMENT

Materials align with specific CTE content strands. *(Optional)*

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Choose CTE Content Strand (optional)	
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Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	

CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

37%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The instructional materials have some alignment with the CTCC standards. The materials provide students with opportunities to explore laws, regulations, and rules and how that applies to careers. However, students have limited opportunities to apply their knowledge from reading text. Overall, there is some alignment, but some standards are not evident in the materials.

CAREER CLUSTER

Materials align to the CCTC standards for the Career Cluster reviewed.

Statements of appraisal and supporting evidence:

The instructional materials do include some career clusters, but not all of the standards are addressed.

CAREER PATHWAY(s)

Materials align to the CCTC standards for the Career Pathway reviewed.

Statements of appraisal and supporting evidence:

The Career Pathways Certificate is a self-paced, personalized development program. The instructional materials provide some opportunities for students to learn about the General Management Career Pathway, but students are not asked to apply or demonstrate their understanding of that pathway.

CTE Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

73%

FOCUS AREA 1 SEQUENCING AND ARTICULATION

Instructional materials show sequencing and articulation within and across grade bands and/or pathways.

Statements of appraisal and supporting evidence:

The instructional materials provide a sequence of what students will be learning. The materials include a syllabus, outlining objectives for students. In addition, each unit begins with a broad overview and foundation leading into more specific content.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The instructional materials use a variety of practices to encourage students to attend to and engage with each other's ideas. However, the incidence of students providing detailed explanations of their problem-solving strategies are not related to student peer activities. The materials provide project-based learning and other approaches to engage student interests, providing different opportunities to express their learning in different ways.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials provide students with information about how to obtain certifications in pathway related careers. There is an emphasis on cross-disciplinary collaboration in math and reading. However, they do not emphasize the connection between academic and technical skills.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The instructional materials incorporate opportunities to use appropriate technology. In the activities, students are asked to create videos and/or presentations and charts using their chosen software to demonstrate their understanding. The instructional materials also provide students with information about updated technology and trends in order to develop a deeper understanding of content.

All Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
92%	85%

FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:
Instructional materials provide teacher resources to support planning and supports for all students.
Statements of appraisal and supporting evidence:

The instructional materials provide resources (books, educational websites) for teachers to support learning and demonstrate key concepts of a lesson to all students. However, the standards are not cross-referenced within the lessons. The materials include tools that provide linguistic support for English Learners and Culturally and Linguistically Diverse students.

FOCUS AREA 2 ASSESSMENT
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.
Statements of appraisal and supporting evidence:

The instructional materials provide teachers a variety of resources and tools to ensure student progress. A variety of assessments are used to determine what students have learned; however, the assessments do not measure student progress in all strands. Formative and summative assessments are evident in the materials, but not all standards are addressed within those assessments. Alternative assessment resources are available for English learners, Linguistically and Diverse students, advanced students, and special needs students. These include a variety of tools for accessibility, such as options to be read to, along with translations for English Learners, highlighters, and podcasts.

FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS
Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.
Statements of appraisal and supporting evidence:

The instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture. The material engages students in critical reflection throughout the unit; however, there is no evidence of reflection on past and present cultures in New Mexico. The tools in the materials relate the content area to diversity, culture and language.

Reviewers' Professional Summary - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 19

Background and experience:

I have been an educator for 23 years with a variety of experiences. I currently hold a Level III license in the State of New Mexico. I have obtained my Master's in Education with a focus in Literacy. I was in the elementary classroom for 13 years, and worked as a reading specialist and Title I Coordinator for 11 years. Currently, I am working as an instructional coach.

Professional summary of material:

The instructional materials provide information about the principles of business, marketing, and finance, providing students with opportunities to demonstrate understanding through labs, questions, quizzes, and activities. The instructional materials provide students a variety of ways to access the content, meeting the diverse needs of students. Tools are available for students to access text and/or content. In addition, students are given a variety of tasks allowing them to demonstrate understanding through their strengths. However, within some of the units in the materials, not all standards are present. The instructional materials also provide teachers and students with a syllabus so they are aware of the objectives and expectations throughout.

Reviewer #: 20

Background and experience:

A Doctor of Education (EdD) in Educational Management and a Master of Arts in Education (MAEd) in Special Education holder. I teach Special Ed in Math and ELA; Level III-A Instructional Leader - 27 years of teaching experience.

Professional summary of material:

The instructional materials are designed for use by teachers and students as learning resources to help students to acquire knowledge, skills, and/or to develop cognitive processes. These materials include a variety of activities to describe the desired learning outcomes of instruction.

Reviewer #: 21

Background and experience:

I've taught grades 6-12 and Adult At risk youth for 23 years. I hold a Level IIIA Instructional Leader 7-12, Secondary Vocational Technical License. I have a Master's in Education focused on Differentiated Instruction and Creativity, a Master of Science Teaching and I am a Nationally Board Certified Teacher. I have taught Business, Computer Applications, Animation, Multimedia, Computer Science, APCSA, APCSP, Computer Graphics, and Yearbook at the high school level.

Professional summary of material:

These materials are for principles of business, marketing, and finance. Students are delivered information in the same structured way in every unit. There are lessons, labs, activities, quizzes, discussions and critical thinking questions. Students have access to tools to utilize annotation, text to speech, podcasts, and translation to many languages. There are various types of assessments built in and students have choice in what they do for these assessments. The pacing guides and teaching guides are helpful to teachers. Some units don't address the standards completely.